



## Anderson Mill Elementary

1845 Old Anderson Mill

Moore, S.C. 29369

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	633 Students	
<b>Principal</b>	Elizabeth D. Haun	864-576-6539
<b>Superintendent</b>	Darryl Owings	864-576-4212
<b>Board Chair</b>	Mr. Alex Meadows	864-576-4212

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Good</b>	<b>Good</b>
2008	Good	Below Average
2007	Good	Below Average
2006	Good	At-Risk
2005	Good	Below Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

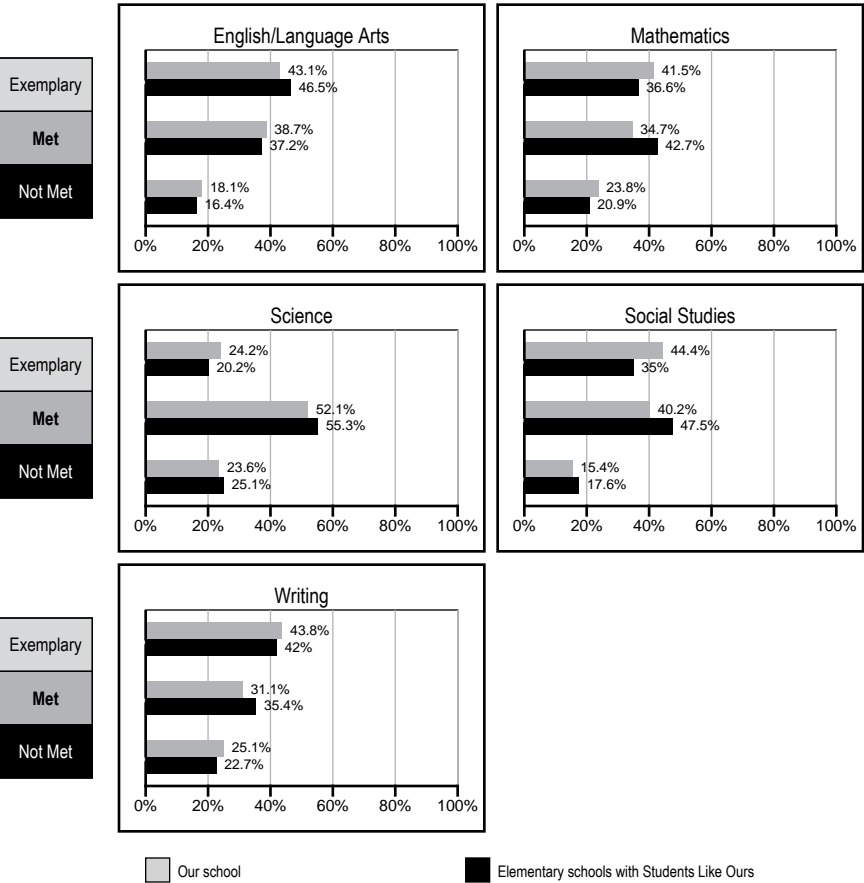
96.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
19	38	25	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=633)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Up from 0.6%	1.5%	1.9%
Attendance rate	97.2%	Down from 97.4%	96.6%	96.3%
Eligible for gifted and talented	23.2%	Down from 29.2%	15.7%	10.0%
With disabilities other than speech	15.1%	Up from 10.2%	6.9%	7.7%
Older than usual for grade	0.7%	Up from 0.5%	0.3%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=50)</b>				
Teachers with advanced degrees	72.0%	Down from 73.3%	61.4%	59.4%
Continuing contract teachers	84.0%	Down from 88.9%	84.0%	80.0%
Teachers with emergency or provisional certificates	2.2%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	88.7%	Down from 92.1%	87.5%	85.9%
Teacher attendance rate	96.0%	Up from 93.9%	95.1%	95.1%
Average teacher salary*	\$48,186	Up 2.3%	\$48,430	\$47,149
Professional development days/teacher	11.0 days	Down from 11.1 days	11.4 days	11.1 days
<b>School</b>				
Principal's years at school	0.1	Down from 10.0	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	Up from 11.6 to 1	19.4 to 1	18.8 to 1
Prime instructional time	92.9%	Up from 90.3%	90.5%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,948	Down 0.7%	\$6,983	\$7,458
Percent of expenditures for instruction**	74.9%	Down from 75.1%	68.5%	68.8%
Percent of expenditures for teacher salaries**	55.4%	Down from 72.9%	60.7%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Dear Families,

Greetings from Anderson Mill Elementary, a student-centered and family-oriented school! As you may glean from the information contained in this report card, we strive to ensure success for all students. Individual student needs are carefully gathered in a variety of ways, such as formal and informal assessments, teacher observations, and anecdotal records. From the information and data gathered, our knowledgeable teachers prepare best-practice, experiential learning opportunities. A positive, high expectation for all learners sets the stage for optimum academic growth.

With the 2008-2009 school year, Act 282 was passed by our state legislators and included the new PASS (Palmetto Assessment of State Standards) for grades 3-8. This rigorous statewide assessment, aligned to our state academic standards, included tests in writing, English language arts, mathematics, science, and social studies. These assessment results indicate our teachers are effectively teaching and students are actively learning. Our integrated, hands-on learning approach has produced great results. We can see our students are better prepared at each grade level due to first-class instruction.

On behalf of the entire faculty and staff, I invite you to look closely at these assessment results and be proud that our school is award-winning in every way!

Children First!  
Deborah C. Philbeck, Principal  
Reverend Seth Buckley, School Improvement Council President

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	46	74	37
Percent satisfied with learning environment	100.0%	100.0%	97.2%
Percent satisfied with social and physical environment	100.0%	97.3%	94.6%
Percent satisfied with school-home relations	100.0%	97.3%	97.3%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	97.2%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	265	100	18.1	38.7	43.1	89.1	83.1	82.8	Yes	Yes
<b>Gender</b>										
Male	137	100	17.2	42.2	40.6	87.5	80.5	79.3	N/A	N/A
Female	128	100	19.2	35	45.8	90.8	85.8	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	154	100	10.1	35.1	54.7	94.6	88.9	89.5	Yes	Yes
African American	86	100	37.7	48.1	14.3	76.6	75.7	73.7	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	88.6	92.3	I/S	I/S
Hispanic	13	100	7.7	30.8	61.5	92.3	73.8	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	80	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	49	100	58.1	37.2	4.7	60.5	50.4	52	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	18.2	36.4	45.5	90.9	73	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	106	100	33.7	48.4	17.9	78.9	76.3	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	265	100	23.8	34.7	41.5	83.9	79.2	78.9	Yes	Yes
<b>Gender</b>										
Male	137	100	20.3	32.8	46.9	87.5	77.6	77	N/A	N/A
Female	128	100	27.5	36.7	35.8	80	80.9	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	154	100	16.2	28.4	55.4	92.6	86.9	87.2	Yes	Yes
African American	86	100	44.2	46.8	9.1	63.6	67.2	66.7	Yes	Yes
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	84.6	93	I/S	I/S
Hispanic	13	100	7.7	30.8	61.5	92.3	73.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	85	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	49	100	67.4	23.3	9.3	41.9	39.3	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	12	100	9.1	27.3	63.6	90.9	72.6	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	106	100	42.1	41.1	16.8	71.6	71.1	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	176	99.4	23.2	52.4	24.4	76.8	68	67.5
<b>Gender</b>								
Male	91	98.9	19	54.8	26.2	81	68.1	67
Female	85	100	27.5	50	22.5	72.5	67.8	68
<b>Racial/Ethnic Group</b>								
White	99	100	16.8	51.6	31.6	83.2	78.3	79.5
African American	60	98.3	37.7	58.5	3.8	62.3	52	50.3
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	73.2	84.3
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	78.6	71.2
<b>Disability Status</b>								
Disabled	34	97.1	N/AV	N/AV	N/AV	35.7	27	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
<b>English Proficiency</b>								
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	57	59.6
<b>Socio-Economic Status</b>								
Subsided meals	78	98.7	42.9	48.6	8.6	57.1	57.7	55.1

**Social Studies**

All Students	180	100	15.4	40.2	44.4	84.6	72.6	72.3
<b>Gender</b>								
Male	85	100	12.5	38.8	48.8	87.5	71.9	71.5
Female	95	100	18	41.6	40.4	82	73.4	73.2
<b>Racial/Ethnic Group</b>								
White	110	100	9.4	36.8	53.8	90.6	80.2	80.7
African American	54	100	31.3	47.9	20.8	68.8	59.6	60
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	83.8	88.5
Hispanic	10	I/S	I/S	I/S	I/S	I/S	67.9	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	84.6	72.2
<b>Disability Status</b>								
Disabled	29	100	63	29.6	7.4	37	37.6	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
<b>English Proficiency</b>								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	67.6	67.9
<b>Socio-Economic Status</b>								
Subsided meals	59	100	29.4	47.1	23.5	70.6	62.9	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	266	99.6	24.8	31.2	44	75.2	72.3	70.2	97.2	96.6
<b>Gender</b>										
Male	138	100	26.9	33.8	39.2	73.1	66.8	63.2	97.2	96.5
Female	128	99.2	22.5	28.3	49.2	77.5	77.8	77.5	97.2	96.6
<b>Racial/Ethnic Group</b>										
White	153	99.4	15	30.6	54.4	85	80.4	79.1	97.1	96.2
African American	87	100	48.1	36.7	15.2	51.9	61.9	57.6	97.2	96.9
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	81.6	86.2	97.1	97.4
Hispanic	14	100	7.1	14.3	78.6	92.9	59.2	62.6	98.6	96.8
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	60	68.7	96.7	96.5
<b>Disability Status</b>										
Disabled	52	100	77.1	18.8	4.2	22.9	23.2	26.1	96.6	95.9
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	99.2	97.7
<b>English Proficiency</b>										
Limited English Proficient	12	100	27.3	18.2	54.5	72.7	55.8	61.2	97.4	96.8
<b>Socio-Economic Status</b>										
Subsidized meals	112	100	41.2	37.3	21.6	58.8	61.1	58.9	96.8	96.2

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	84	100	18.8	35	46.3	81.3
	4	91	100	16.3	43	40.7	83.7
	5	90	100	19.5	37.8	42.7	80.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	84	100	31.3	28.8	40	68.8
	4	91	100	18.6	33.7	47.7	81.4
	5	90	100	22	41.5	36.6	78
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	40	97.5	36.8	36.8	26.3	63.2
	4	91	100	15.1	57	27.9	84.9
	5	45	100	27.5	57.5	15	72.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	44	100	22	39	39	78
	4	91	100	12.8	45.3	41.9	87.2
	5	45	100	14.3	31	54.8	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	85	100	30.5	20.7	48.8	69.5
	4	92	98.9	17.6	34.1	48.2	82.4
	5	89	100	26.5	38.6	34.9	73.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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